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ABSTRACT

This report provides suggestions on how a language arts study skills assessment program could be structured to ensure that school districts meet the Common Curriculum Goals of the public elementary and secondary schools in Oregon. This report includes: (1) a list of Common Curriculum Goals that relate to study skills; (2) general implications for assessment; (3) criteria for differentiating among insufficient, acceptable, and ideal assessment practices at the classroom and district levels; (4) a bibliography of study skills assessment sources; and (5) sample study skills assessment tools and procedures. (RS)

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English Language Arts

Assessing Student Progress on the Common Curriculum Goals

Report 5: Study Skills

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Division of Curriculum and School Improvement
Oregon Department of Education

September 1988

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The review of research and initial draft of this paper were done by Frank Mazzio, Independent Consultant, Portland, Oregon. The paper was revised to reflect comments from Oregon educators and published by the Department of Education.

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Oregon Department of Education
700 Pringle Parkway, SE
Salem, OR 97310-0290

Verne A. Duncan
State Superintendent
of Public Instruction

September 1988

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ASSESSMENT OF THE ENGLISH LANGUAGE ARTS COMMON CURRICULUM GOALS

Report 5: Study Skills

School districts in Oregon are required in Standards for Public Elementary and Secondary Schools 581-22-602 and -606 to use student assessment information on the Common Curriculum Goals to assist in making decisions about instruction of individual students and effectiveness of instructional programs. The standards suggest that a broad range of information is required to profile student and program progress and needs. There is also the assumption that instructional programs in schools have a clear alignment among the goals for instruction, the activities in the classroom, and the assessment of students' knowledge and skill.

This report provides suggestions on how a language arts study skills assessment program might be structured to ensure that districts carry out the intent of the state Standards.

The suggestions offered within this report are based on what current research indicates works best in measuring study skills. Clearly, there may be differences in study skills assessment district to district, and even classroom to classroom within the same building. To the extent that classroom or program assessment approaches differ from what is suggested here, those differences should nevertheless reflect a sound research base.

The report includes:

1. A list of the Common Curriculum Goals that relate to study skills (keyed to Essential Learning Skills, as appropriate).
2. General implications for assessment.
3. Criteria for differentiating among insufficient, acceptable and ideal assessment practices at the classroom and district levels.
4. Bibliography of study skills assessment sources.
5. Sample study skills assessment tools and procedures.

COMMON CURRICULUM GOALS RELATED TO STUDY SKILLS

The following Common Curriculum Goals, which relate directly to study skills and information retrieval skills, may be assessed through procedures suggested later in this report. Other Common Curriculum Goals may also be assessed through study skills (note particularly CCG 1.2, 1.3, 2.2, 2.6). However, in order to avoid repetition in these reports, each Common Curriculum Goal appears only once in the area where it is most frequently and easily assessed. Where appropriate, the goals are keyed to relevant Essential Learning Skills, which cut across curriculum areas.

Some procedures and resources are included later in this report which may be helpful in assessing study skills. It is NOT necessary that these Common Curriculum Goals be individually assessed, nor assessed separately within different content areas. For

example, a well-structured direct assessment of study skills might well meet the assessment requirements for all the Common Curriculum Goals listed here.

Further, districts that are focusing on the Essential Learning Skills may find creative ways to structure assessments which measure skills in more than one curriculum area: study skills and social studies, for example, or study skills and reading. This integrative approach is encouraged to the extent that districts find it a natural and logical outgrowth of their preferred assessment procedures; however, it is also perfectly acceptable for districts to assess different curriculum areas separately.

Common Curriculum Goals (Relevant to Study Skills)

Students will:

1.4 Use instructional materials as basis for gaining knowledge and improving comprehension. (ELS 2.2)

1.15 Clarify purposes of assignments. (ELS 7.1)

1.16 Use resources beyond the classroom. (ELS 7.2)

1.17 and 2.22 Select and use appropriate study techniques. (ELS 7.3)

IMPLICATIONS FOR ASSESSMENT

Study skills require a variety of assessment techniques. Some skills, such as knowledge of components of reference books and library media resources (CCG 1.4, 1.16) can be assessed through paper and pencil tests. Some published tests and textbook tests may cover these skills (see Appendix C for analysis). However, many of these skills are best assessed through observation of students' ability to use the materials, for example, in developing a research paper or report (CCG 1.4 and 1.16).

Students' knowledge of the purposes of an assignment and the concepts it addresses (CCG 1.15) may be assessed through observation (e.g., reviewing assignment notebooks, etc.) or questioning of students. Self-evaluation checklists (see Appendix D) may also be used to assess students' perceptions about their performance in various study skills areas (CCG 1.15, 1.17/2.22).

Teacher observation of students' study habits will provide the most useful assessment information in many areas (CCG 1.4, 1.15 and 1.17/2.22). Checklists (see Appendix D), anecdotal notes, or teacher journal/log can serve as a record of observations. Interviews and counseling with students will also provide additional information. In some cases skill deficiencies may be indicated by exception (e.g., teacher notes which students are having difficulty).

Students should receive feedback on their application of study skills two or three times a year. Students who demonstrate deficiencies in some study skills should receive immediate feedback, conferencing and reteaching, and follow-up feedback as they attempt to implement new strategies.

CLASSROOM LEVEL STUDY SKILLS ASSESSMENT

Guidelines for Insufficient/Acceptable/Ideal Assessment Practices

The following examples are intended to be illustrative of the procedures and practices teachers might follow in assessing students' study skills to help make instructional decisions. Note that at the first (INSUFFICIENT) level, the practices followed, while not necessarily inherently wrong, are insufficient to ensure compliance with Standard 602. At the second (ACCEPTABLE) level, the practices extend beyond what is described as INSUFFICIENT, and—though not ideal—are likely to ensure minimal compliance with Standard 602. At the third (IDEAL) level, the practices described are likely to exceed the minimal requirements for compliance, but still be within reach of districts that want the most effective and thorough possible assessment of their students' study skills. It is hoped that this IDEAL level will serve as a goal for which most districts will aim in practice.

INSUFFICIENT — Teachers assess students through standardized achievement tests which may include a study skills subtest.

* * * * * * * * * * *

ACCEPTABLE — Teachers assess student skills, using teacher- or textbook-developed objective tests related to study skills. In addition, teachers observe student behavior related to study skills, provide oral and written feedback to students, keep anecdotal records or checklists related to the Common Curriculum Goals and provide summary comments or grades.

* * * * * * * * * * *

IDEAL — In addition to the acceptable level, teachers regularly review assessment results with students. They provide oral and written feedback to students based on explicit well-defined criteria related to the Common Curriculum Goals. Students use self-evaluation questionnaires to assess and improve their use of study skills.

STUDENT ASSESSMENT FOR PROGRAM EVALUATION

Guidelines for Insufficient/Acceptable/Ideal Assessment Practices

When evaluating a program, one of the sources of information is student achievement data. In addition, the program philosophy, goals, materials and other characteristics should be reviewed and evaluated. The student achievement data will help to identify where strengths and weaknesses might exist in the current program. The following examples are intended to be illustrative of the procedures and practices districts might follow in assessing student achievement for program evaluation. At the first (INSUFFICIENT) level, the practices followed, while not necessarily inherently wrong, are insufficient to meet the Standards. At the second (ACCEPTABLE) level, the practices would ensure at least minimal compliance with the Standards. The third level (IDEAL) exceeds minimum compliance but should still be in reach of districts.

INSUFFICIENT — The district has no organized study skills assessment. It offers a standardized achievement battery that may have a sub–section related to study skills.

* * * * * * * * * * *

ACCEPTABLE — The district uses either a locally developed or published study skills assessment instrument. (Appendix B includes a list of published study skills tests.) The study skills test is given to a representative sampling of students in a one–time paper and pencil test situation. The district assesses specific grades on a regular cycle.

* * * * * * * * * * *

IDEAL — The district assesses all students at specific grade levels on a regular cycle using either a locally–developed or published study skills test and collecting classroom data over time on student achievement of appropriate study skills behaviors related to the Common Curriculum Goals.

BIBLIOGRAPHY

Selected Publications on Study Skills Assessment

Bragstad, Bernice Jensen and Sharyn Mueller Stumpf. A Guidebook for Teaching Study Skills and Motivation. 2nd edition. Boston: Allyn and Bacon, 1987. (Includes reproducible masters.)

hm Study Skills Program. Alexandria, VA: NAESP/NASSP, 1986.

Graham, Kenneth G. and H. Alan Robinson. Study Skills Handbook: A Guide for All Teachers. Newark, DE: International Reading Association, 1984.

Gieringer, Ben L. Self-Management Planner. Synergistic Educational Systems, Inc., Tempe, AZ, 1979.

Mangrum, Charles T. Learning to Study: Study Skills – Study Strategies (Books G–H, grades 2–8). Providence, RI: ; Jamestown Pub., 1983.

Margrabe, Mary. Now Library Media Center: A Stations Approach with Teaching Kit. rev. ed. Washington, D.C.: Acropolis Books, Ltd, 1975. (Provides reproducible tests.)

APPENDIX A

RESOURCES

INDEPENDENT CONSULTANTS

Frank Mazzio
1905 NW 138th
Portland, OR 97229
644-9475

Frank, formerly language arts specialist with the Oregon Department of Education, can provide inservice and consultation on study skills programs and assessment.

Marlene Tymchuk
820 View Street
Reedsport, OR 97467
271-3458

Marlene can provide workshops and consultation on study skills programs and assessment.

Meredith and Joyce Gall
M. Damien Instructional Design
4810 Mahalo Drive
Eugene, OR 97405
687-9055

Meredith and Joyce have developed study skills materials and can provide workshops and consultations on study skills programs and assessment.

Oregon Reading Association
Secondary Special Interest Committee
Kris Heath, Chairperson
3495 Pacific Highway W
Rickreall, OR 97371
623-6831

The Secondary Special Interest Committee has done a great deal of work on effective study skills programs. Kris can provide information, contacts with the committee members in various regions of the state, and workshop or consultation services.

Carmen West
Talmadge Middle School
510 16th Street
Independence, OR 97351-1099
838-1424

Carmen can provide workshops and consultation on study skills programs and assessment.

OTHER WRITTEN MATERIAL AVAILABLE FROM OREGON DEPARTMENT OF EDUCATION

hm Study Skills Program. National Association of Elementary School Principals and National Association of Secondary School Principals.

The hm Study Skills program includes material for Level B (grades 3 and 4), Level I (grades 5–7), Level II (grades 8–10), Level III (grades 11–13 and college) and specific math, science and GED materials. Sample student texts and teacher guides for all levels are available for check–out and review from the Information Resource Center, Oregon Department of Education, 700 Pringle Parkway SE, Salem, OR 97310, 378–8471.

The Wisconsin Library Media Skills Guide. The Wisconsin School Library Media Association, 1979.

This guide provides sample lesson plans, including evaluation techniques, for teaching library media skills. It may be checked out of the Information Resource Center, Oregon Department of Education, 700 Pringle Parkway SE, Salem, OR 97310–0290, 378–8471.

APPENDIX B

STUDY AND REFERENCE SKILLS TESTS
(A LIST COMPILED BY THE
NORTHWEST REGIONAL EDUCATIONAL LABORATORY)

Northwest Regional Educational Laboratory
101 SW Main Street, Suite 500
Portland, Oregon 97204
Telephone (503) 275-9500

Test Center
800/547-6339
503/275-9570

STUDY AND REFERENCE SKILLS TESTS

Test (Year) Forms	Grades	Subtests	Norms	Comments	Available
Effective Study Test (1964) 1 Form	9-13 College (2 levels)	Reality Orientation; Study Organization; Writing Behavior; Reading Behavior; Examination Behavior; Total Study Effectiveness	1962-63 norms for 9,10,11,13 and college students	Student self-report instrument for screening and counseling to identify students without effective study habits. Can be used to predict academic success. Hand scored. Some study of validity. No Reliabilities reported. 25 true/false questions.	American College Testing Program P.O. Box 708 Kent, OH 44240
Cornell Learning and Study Skills Inventory (1970) 1 Form	7-13 College (2 levels)	Goal Orientation; Activity Structure; Scholarly Skills; Lecture Mastery; Textbook Mastery; Examination Mastery; Self Mastery	7-9; 10-12; and college level norms (little information on norming population)	120 true/false questions. Self-report of a student's attitude toward learning and studying. Manual includes some assistance in interpreting results and presents a good summary of study skills. Some study of validity was done. Machine or hand scored. Good reliability.	Psychologists and Educators, Inc. 211 West State Street Jacksonville, IL 62650
Language Arts: Study and Reference Skills, Grades K-13 (1973) 1 Form	K-13	Reference Skills: Alphabetising material, locating information in a book, using reference books; Study Skills: following directions, notetaking, organising information, studying, research papers.	None	Provides general sets of objectives with a few test questions to measure each. Most questions are open-ended. No information on reliability or validity.	IOX Assessment Associates Box 24095 Los Angeles, CA 90024
Notetaking Observation Training & Evaluation Scale (1985) 1 form	College	Prelecture, lecture and post-lecture notetaking habits;	None	Uses peer evaluation to evaluate notetaking using a 5-point scale. Part of a semester course on notetaking. The emphasis is on behavior, not knowledge. There is no assistance with interpreting results.	In "Training and evaluating notetaking: College reading and learning assistance technical report 85-06" by James R. King and Norman A. Stahl, Georgia State University, 1985, ERIC ED 262-537
School Library/ Media Skills Test (1986) 1 form	4-13	Organization, Selection, Utilization, Comprehension and Production.	Means and standard deviations for 4-6; 7-9 and 10-12.	Developed to update and extend previous measures. Subtest reliabilities are too low for meaningful interpretation. Total test reliability is good. There was some attempt at validation. Hand scored 27 questions. Untimed. Some help with interpretation and use.	Libraries Unlimited P.O. Box 263 Littleton, CO 80160
Study Activity Survey (1986) 3 forms (R&T)	7-13 Adult	Study Skills: Focus on Test Relevance; Assiduous Processing; Cognitive Monitoring; Duplicative Processing; Generation of Constructed Information and Interpreted Information, Selective Notetaking; Assiduous Resource Management; Means of Resource Management; Self-Evaluation of Cognitive Ability; Self-Evaluation of Management Ability.	None	Research instrument designed to assess student self-ratings of study habits. Two forms were used to pre- and post-test items for final form. No assistance for interpreting data.	In "The development of two study strategy inventories: The study activity survey, forms R and T" by Joanne L. Jensen, Far West Laboratory, 1855 Folson Street, San Francisco, CA 94103

Test (Year) Forms	Grades	Subtests	Norms	Comments	Available
Study Attitudes & Methods Survey (1973) 1 form	9-13 and College	Academic Interest; Academic Drive-Conformity; Study Methods; Study Anxiety; Manipulation; Alienation Toward Authority.	Community College (Based on a small Sample)	Student self-rating instrument designed to identify students with poor study habits and to diagnose skill areas for additional attention. Machine or hand scored. There is some interpretive assistance for various uses of the instrument. Reliabilities of subscales are good. Decent attempt at validation. 90 items.	Educational & Industrial Testing Service P.O. Box 7234 San Diego, CA 92107
Study Habits Evaluation & Instruction Kit (1979) 3 forms (4,5,6)	9-13 and College	Place of Study; Study Times; Organization of Study; Textbook Reading Skills; Taking Notes; Studying for Examinations; Examination Technique.	1977 norms for New Zealand high school students	Inventory of Study Habits is a student self-rating which can be scored by the student. The Instructional Units are workbooks to enhance skills coverd by each of the subtests. Seven scores. No total score. Hand scored. A few questions are not meaningful for U.S. schools. Reliability is good. Some effort at validation. 175 questions. Untimed.	New Zealand Council for Education Box 3237 Wellington, NEW ZEALAND
Study Skills Counseling Evaluation (1976) 1 form	9-13 and College	Study-time Distribution; Study Conditions; Taking Notes; Preparing and Taking Examinations; Other Habits and Attitudes; Academic Achievement.	High school; 2-year and 4-year college students (based on small N)	Student self-rating for identifying students with weak study skills. Hand scored. Items are written so "very often" is the desirable response for all questions. 80 items.	Western Psychological Services 12031 Wilshire Blvd. Los Angeles, CA 90025
Survey of Study Habits and Attitudes (1984) 1 form	7-12 and College	Study Habits (delay avoidance; work methods) and Study Attitudes (teacher approval; education acceptance).		Spanish edition available. Test not in collection and not reviewed.	Psychological Corporation 555 Academic Court San Antonio, TX 78204-0952

Tests of Study and Reference Skills generally cover note-taking, reading strategies, memory strategies, time management, taking tests, organization, library skills, and attitudes towards studying. Each of these instruments does not measure all of these areas and thus they are not necessarily comparable.

The Northwest Regional Educational Laboratory Test Center staff do not necessarily endorse any of these tests. Before selecting an instrument it is a good idea to examine the test for appropriate content and language. Most of these instruments have had at least minimal validation. Reliabilities vary but are generally acceptable.

APPENDIX C

STUDY SKILLS: INSTRUCTION AND ASSESSMENT – A LIST FROM CURRENT OREGON ADOPTED TEXTBOOKS FOR READING, LANGUAGE AND COMPOSITION K–8, AND LANGUAGE AND COMPOSITION 7–12

The following chart contains one reviewers summary of the instruction and tests for study skills found in the state–adopted reading and written language and composition textbooks. Another reviewer might have a different interpretation of what consitutes instruction or testing of study skills. It is obvious, however, that few testing instruments are available in these materials.

STUDY SKILLS

Instruction and Assessment

1. TEXTBOOK: Harcourt - Language for Daily Use K-8 c1986	
GRADE 3 INSTRUCTION	TESTS
Study skills appears in the various chapters of the text.	No specific text on study skills.
GRADE 5 INSTRUCTION	TESTS
Study skills appears in the various chapters of the text.	No specific text on study skills.
GRADE 8 INSTRUCTION	TESTS
Study skills appears in the various chapters of the text.	No specific text on study skills.

2. TEXTBOOK: D C Heath - Heath Language Arts K-8 c1988	
GRADE 3 INSTRUCTION	TESTS
A few pages in chapter 4 covering the following: • Filling out forms • Following written directions • Reading charts and maps • Studying for tests • Choosing a place to study	The following tests related to some of the instruction are available: • A one-page test wherein the student writes short answers to questions regarding a printed form. • A section that calls for the student to read directions and write answers in a boxed area. • A set of instructions wherein the student creates his or her application form. • A two-page test on reading, using and making charts and maps.
GRADE 5 INSTRUCTION	TESTS
A brief discussion of the following skills in unit 4: • Skimming and summarizing • Reading charts and maps • Studying for tests	Includes reteaching worksheets that could be used as tests in the following areas: • Skimming and summarizing • Reading charts and maps • Studying for tests
GRADE 8 INSTRUCTION	TESTS
Study skills instruction is included in unit 20, Critical Reading: • Skimming and scanning • Reading maps • Business forms • Studying for a test	Reteaching work sheets similar to material in grade 5. These could be used for testing purposes.

3. TEXTBOOK: Holt - Impressions Series K-3 c1984	
INSTRUCTION	TESTS
Study skills not treated as separate instruction.	NONE

4. TEXTBOOK: Houghton Mifflin English K-8 c1986	
Grade 3 INSTRUCTION	TESTS
Unit 9 is the study skills section. It relates solely to dictionary and library skills.	NONE
GRADE 5 INSTRUCTION	TESTS
Unit 9 is the study skills section. It relates solely to dictionary and library skills.	NONE
GRADE 8 INSTRUCTION	TESTS
Unit 9 is the study skills section. It relates solely to dictionary and library skills.	NONE

5. TEXTBOOK: Houghton Mifflin English K-8 c1988	
GRADE 5 INSTRUCTION	TESTS
Study skills section of text includes: • Dictionary words • Summarizing • Tables and graphs • Maps and Diagrams • Test taking tips	NONE
GRADE 8 INSTRUCTION	TESTS
Text covers same subjects as listed for grade 5	NONE

6. TEXTBOOK: Macmillan English K-8 c1987	
GRADES 3, & 5 INSTRUCTION	TESTS
Study skills such as reading charts, graphs, taking notes, taking tests, etc. are included as parts of other language arts units.	NONE
GRADE 8 INSTRUCTION	TESTS
Contains one chapter that includes instruction on study and test taking skills, how to study, and taking notes.	NONE

7. TEXTBOOK: McDougal Littell - English Series K-6 c1987	
GRADE 3 INSTRUCTION	TESTS
• Taking notes from oral material • Taking tests • Types of directions and questions • Using memory aids	NONE
GRADE 5 INSTRUCTION	TESTS
• SQ3R study method • Note taking • Fact and opinion • Taking notes from oral material • Using memory aids • Taking tests • Types of directions and questions • Using graphic aids	NONE
GRADE 8 INSTRUCTION	TESTS
• To understand and record directions • To organize time in order to complete assignments • To use the SQ3R study method • To learn how to take notes • To write a modified outline • To learn how to evaluate research sources • To know when and how to use different types of reading: skimming, scanning and indepth reading • To develop memorization skills • To understand how to read and interpret graphic aids • To recognize two different kinds of text: course tests and standardized tests • To recognize different types of test questions • To learn how to take a test	Testing consists of 75 multiple-choice items the listed instructional objective statements in the left column.

8. TEXTBOOK: Silver Burdett English K-8 c 1987	
GRADES 3, 5 & 8 INSTRUCTION	TESTS
• Analyzing organized written material, i.e., books, almanacs, telephone directories, etc. • Taking notes • Developing study habits • Giving and following directions • Organizing notes and outlines	NONE

9. TEXTBOOK: Silver Burdett English K-8 c 1988	
GRADE 3 INSTRUCTION	TESTS
Study skills information scattered through chapters of other material.	NONE
GRADE 5 INSTRUCTION	TESTS
Study skills information scattered through chapters of other material.	NONE
GRADE 8 INSTRUCTION Study skills information scattered through chapters of other material.	TESTS NONE

10. TEXTBOOK: Coronado - English: Writing and Skills 7-12 c1985	
GRADE 8 INSTRUCTION	TESTS
No evidence that study skills are treated separately in the text.	NONE
GRADE 11 INSTRUCTION	TESTS
No evidence that study skills are treated separately in the text.	NONE

11. TEXTBOOK: Glencoe English Series 7-12 c1984-85	
GRADES 8 & 11 INSTRUCTION	TESTS
No evidence that study skills are treated separately in the text.	NONE

12. TEXTBOOK: Harcourt - English Grammar and Composition 7-12 c1986	
GRADE 8 INSTRUCTION	TESTS
• Applying SQ3R study method • Distinguishing fact from opinion • Note taking • Test taking • Analyzing essay questions	NONE
GRADE 11 INSTRUCTION	TESTS
• Test taking skills for objective and essay type tests	NONE

13. TEXTBOOK: Harcourt - English Composition and Grammar, Benchmark Edition 7-12 c1988	
GRADE 8 INSTRUCTION	TESTS
• Distinguishing between fact and opinion • Taking notes • Summarizing study material • Preparing for objective tests • Preparing and taking essay tests	Four pages of material in the teacher resource book relate to Chapter 32 in student text. The The first two pages present brief essay assignments concerning history, social studies and other courses. The other two pages discuss answering analogy questions.
GRADE 11 INSTRUCTION	TESTS
Contains a chapter "Studying and Test Taking." The material is primarily concerned with study techniques directly related to writing, i.e., precise writing, science writing, etc. Stresses instruction in vocabulary, discusses verbal analogies, analyzing essay questions.	Tests for this chapter are multiple-choice.

14. TEXTBOOK: Heath - Grammar and Composition 6-12 c 1986/87/88	
GRADE 8 INSTRUCTION	TESTS
Chapter 32 lists the following objectives: • Using SQ3R study method • Following steps for note taking • Answering objective tests • Developing essay questions • Taking standardized tests	Tests for Chapter 32 are as follows: • 5 multiple-choice questions on study skills • 5 multiple-choice questions on test items • 7 matching questions on understanding directions for essay tests • 3 multiple-choice questions on standardized tests

15. TEXTBOOK: Laidlaw - The Laidlaw English Series 9-12 c1985	
GRADES 9 & 11 INSTRUCTION	TESTS
No evidence that study skills are treated separately the text.	NONE

16. TEXTBOOK: Macmillan English 7-8 c1987	
GRADE 8 INSTRUCTION	TESTS
Unit 13 concerns study and test taking skills: • Note taking • Outlining • Fact versus opinion • Reading graphs • Using test taking skills • Verbal analogies	Consists of brief multiple-choice, underlining, or short phrase answer statements concerning: • Main ideas in a paragraph • Determining fact from opinion • Locating key words • Completing analogies • Finding information in the library

17. TEXTBOOK: McDougal Littell - Building English Skills 7-12 c1984-85	
GRADE 8 INSTRUCTION	TESTS
Chapter 13 offers the following instruction related to study skills: • Understanding the assignment • Developing good study habits • Studying an assignment • Taking notes • Different types of reading • Using graphic arts • Taking tests	A one page test is provided that covers taking notes, interpreting a graph.
GRADE 11 INSTRUCTION	TESTS
Chapter 16 discusses college entrance examinations and other tests: • Tests in specific subject areas • College entrance examinations • Types of standardized test questions	NONE

18. TEXTBOOK: McDougal Littell - Basic Skills in English Series 7-12 c1985	
GRADE 8 INSTRUCTION	TESTS
Writing section 2 is entitled Study and Research Skills. It discusses: • Understanding the assignment • Following directions • A time and place to study • Achieving goals with a study plan • A way to study • Taking notes • Using graphic aids • Answering objective test questions	NONE
GRADE 11 INSTRUCTION	TESTS
Writing section 23 covers the following: • Understanding your assignments • Using SQ3R • Taking notes • Adjusting your reading rate • Drawing conclusions from graphic arts • Answering test questions • Preparing for standardized tests • Answering Standardized tests	NONE

19. TEXTBOOK: Prentice-Hall - Grammar and Composition 7-12 c1987

GRADE 8

INSTRUCTION	TESTS
Chapter 35 addresses the following areas of study skills: • Choosing a study setting • Scheduling study time • Keeping track of assignments • Note taking • Outline work • Summarizing • Library and dictionary skills	Provides a Study and Research Skills pretest of 18 questions in the areas of study developed in the chapter. Each item calls for a word, phrase, sentence or paragraph response. Provides four chapter tests: Critical Thinking, Reading and Test Taking Skills, Library and Dictionary Skills, Basic Study Skills. Calls for word, phrase, sentence or paragraph responses. Provides a chapter post-test on all study and research skills. Calls for word, phrase, sentence or paragraph response.

GRADE 11

INSTRUCTION	TESTS
Chapter 29 is the basic study skills instruction in this text that stresses: • Evaluating study habits by developing a study plan and setting goals • Taking notes • Making outlines • Writing summaries • Developing a personal shorthand Chapter 31 deals with reading skills and the following instruction on standardized tests: • Taking standardized tests • Answering vocabulary questions • Answering reading comprehension questions	Test format and coverage similar to the approach used in grade 8.

20. TEXTBOOK: Scribner - Macmillan English 9-12 c1986

GRADE 11

INSTRUCTION	TESTS
Chapter 33 addresses the following study and test taking skills: • General information and strategies for standardized tests • Analogy • Sentence completion questions • Reading comprehension questions • Multiple-choice questions	Consists of fifteen multiple-choice questions similar to: • SAT analogy questions • SAT sentence completion questions • ECT grammar and usage questions • ECT sentence corrections questions • ECT construction - shift questions

20. TEXTBOOK: Scribner-Laidlaw - Macmillan English: Thinking and Writing Processes 9-12 c1988

GRADE 11

INSTRUCTION	TESTS
Chapter 33 focuses on these college-entrance examinations: • SAT • PSAT • ECT Examples and questions in the test are taken from the actual tests.	One 15 item multiple-choice test on standardized tests is included.

21. TEXTBOOK: Scribner - Foundations: Language 9-12 c1986	
GRADE 11 INSTRUCTION	TESTS
Study skills embedded in instructional material.	NONE

22. TEXTBOOK: Economy Reading Series K-8 c1986	
Grades 3, 5, and 8 INSTRUCTION	TESTS
No specific unit on study skills. The study skills discussed in the different chapters relate to reading, library and reference work skills.	NONE

23. TEXTBOOK: Harcourt - HBJ Reading K-8 c1987	
Grades 3, 5, and 8 INSTRUCTION	TESTS
No specific unit on study skills. The study skills discussed relate to reading, library and reference work skills.	NONE

24. TEXTBOOK: Houghton Mifflin Reading K-8 c1986	
Grades 3, 5, and 8 INSTRUCTION	TESTS
Study skills are interwoven in the various reading units. Most of them relate to reading.	This series includes an 8th grade assessment section that has tests on: • Locating information; skimming and scanning • Taking tests • Essay tests • Summarizing • Outlining to recognize text organization • Taking and organizing notes • Reading visual study aids • Analogies

25. TEXTBOOK: Macmillan - Connections K-8 c1987	
Grades 3, 5, and 8 INSTRUCTION	TESTS
No organized unit on study skills.	NONE

26. TEXTBOOK: McDougal Littell - Reading Literature Series 7-12	
Grades 8 and 11 INSTRUCTION	TESTS
No organized unit on study skills.	NONE

27. TEXTBOOK: Open Court - The Headway Reading Program K-6 c1985	
Grades 3 and 5 INSTRUCTION	TESTS
No organized unit on study skills.	NONE

28. TEXTBOOK: Science Research Associates - Reading Mastery Series 1-6 c1982-83	
Grades 3 and 5 INSTRUCTION	TESTS
No organized unit on study skills.	NONE

29. TEXTBOOK: Scott, Foresman - Reading: An American Tradition K-8 c1987	
Grades 3, 5 and 8 INSTRUCTION	TESTS
No organized unit on study skills.	NONE

30. TEXTBOOK: Scribner Reading Series K-8 c1987	
Grades 3, 5, 8 and 11 INSTRUCTION	TESTS
Study skills other than those associated with reading are not addressed in this series.	NONE

31. TEXTBOOK: Silver, Burdett and Ginn - Ginn Reading Series K-8 c1987	
Grades 3, 5, and 8 INSTRUCTION	TESTS
Study skills discussed in different chapters relate to those study skills associated with reading, library and reference work.	NONE

APPENDIX D

STUDY SKILLS ASSESSMENT - CHECKLISTS

STUDY SKILLS CHECKLIST

Student: _____ Date: _____

Teacher: _____ School: _____

I. ORGANIZATION OF SELF AND ENVIRONMENT (1.17, 2.22)

___ 1. Establishes a regular study schedule
___ 2. Has an area/place to study
___ 3. Is rested and alert
___ 4. Eliminates distractions
___ 5. Sets goals for amount to be accomplished
___ 6. Meets due dates for assignments

II. LISTENING SKILLS (1.7, 2.2)

___ 1. Hears what is being said
___ 2. Asks questions
___ 3. Listens for and uses new words and meanings
___ 4. Listens for interpretation (recordings, tapes, movies, oral presentations)
___ 5. Participates in speaking-listening situations
___ 6. Attends to oral directions
___ 7. Listens for key words or phrases (e.g., first, remember, for example, take note of, the basic idea is)

III. FOLLOWING DIRECTIONS (1.3, 2.2)

___ 1. Attends to oral directions
___ 2. Attends to written directions
___ 3. Listens for and uses new words and meanings
___ 4. Adapts directions for a slightly different purpose (e.g., a recipe for a smaller/larger serving)
___ 5. Interprets abstract directions or principles and applies them to concrete situations (e.g., principles of caring for animals to a particular animal)
___ 6. Uses handbooks and manuals for exposure to different organization/style and special conventions

IV. READING TECHNIQUES (1.17, 2.22)

___ 1. Reads different subject matter materials at different speeds
___ 2. Organizes what is read
___ 3. Develops vocabulary
___ 4. Relates what is read to his/her own experience
___ 5. finds the facts needed (reads for detail)
___ 6. Reads to answer questions
___ 7. Rereads and scans materials
___ 8. Uses techniques to help interpret and retains what is read
___ 9. Reviews information and notes before a test

V. NOTE-TAKING TECHNIQUES (1.17, 2.2, 2.22)

___ 1. Has separate sections in a notebook for each subject
___ 2. Dates each day's notes
___ 3. Records only main ideas
___ 4. Arranges main ideas into headings
___ 5. Writes down supporting details and information
___ 6. Calls attention to important words or concepts by symbols (e.g., stars, underlining, arrow)
___ 7. Forms own personal shorthand symbols
___ 8. Borrows notes for any class missed
___ 9. Uses note-cards when doing research
___ 10. Uses notes to put together a final report, paper, presentation
___ 11. Rewrites notes

VI. USING RESOURCES TO LOCATE INFORMATION

___ 1. Effective uses of books (1.4)
  a. Uses table of contents
  b. Uses index
  c. Knowledge of alphabetical order
  d. Uses guide words
  e. Uses cross-references
  f. Uses glossary
  g. Uses telephone directory

___ 2. Special references (1.4)
  a. Uses encyclopedia
  b. uses atlas
  c. Uses thesaurus
  d. Uses dictionary
    1) Selects proper connotation of words
    2) uses pronunciation key

___ 3. Library Aids (1.16)
  a. Uses librarian as a resource
  b. Uses card catalog
  c. Uses Reader's Guide
  d. Uses bound periodicals
  e. Uses media (e.g., microfilm, microfiche)
  f. Uses library coding system (e.g., Dewey Decimal, Library of Congress)

___ 4. Pictorial Skills (2.6)
  a. Uses charts
  b. Uses tables
  c. Uses graphs
  d. Uses timelines
  e. Uses maps
    1) Determines north, east, south and west
    2) Uses bus and train schedules

Adapted from Chapter I Evaluation News, Region 1 Technical Assistance Center, 400 Lafayette Road, Hampshire, NH.

TIME-USE EVALUATION

A. I am satisfied with the way I use my time.
_____Yes _____No (If no, answer the questions in Part B)

B. My use of time is less efficient than I'd like it to be, in that: (Put a checkmark on the line if the statements are true for you.)

1. _____ I can't find enough time to study properly.
2. _____ I let the work pile up, and then cram at the last minute.
3. _____ I waste a lot of time when I sit down to study, because I don't have any plans.
4. _____ I don't have an accurate estimate of how long it takes me to do things (e.g., reading, reviewing, and note editing) for each course.
5. _____ I spend too much time on some things, and not enough on others.
6. _____ My work seems to expand to fit the time in which I have to do it.
7. _____ I don't know how to make a study schedule.
8. _____ I have been unable to stick to any sort of study schedule, because the ones I've made have been unrealistic.

C. In summary, I think I use my time (check one):

_____Efficiently _____Inefficiently

because_____

_____

D. Think about the effects of your present time-use pattern in relation to your course evaluation. If your present time-use pattern continues this term, what do you estimate the consequences will be for:

Course 1 _____

_____

Course 2 _____

_____

Course 3 _____

_____

Course 4 _____

_____

csCURR1791/090988

Reprinted from: Elliott, Debra. Improving Study Skills: Strategies for the Language Arts Teacher Educational Service District 112, Seattle, WA.

Name _____ Class _____

HOW DO YOU ORGANIZE YOUR TIME?

To gain perspective on your current use of time, please answer yes *or* no *to the following questions:*

Before Unit		*After Unit*
_____	1. Do you set aside time for studying each course that you're taking?	_____
_____	2. Do you study only when you are "in the mood"?	_____
_____	3. Whenever you study, do you spend some time reviewing?	_____
_____	4. Do you schedule time for starting early on a long-term project?	_____
_____	5. Do you have a regular time each day for studying particular subjects?	_____
_____	6. When you study, do you take a break every thirty to forty minutes?	_____
_____	7. Do you study only when you have nothing else to do?	_____
_____	8. Do you take time soon after class for revising lecture notes?	_____
_____	9. To help estimate time needed for a reading assignment in a particular course, do you know how many textbook pages you can read in ten minutes?	_____
_____	10. Before you study, do you estimate the amount of time needed for doing the assignment?	_____
_____	11. Do you know what is the best time of the day for you to study?	_____
_____	12. Do you prepare a weekly schedule to help you become efficient?	_____

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Before Unit		*After Unit*
_____	13. To save time in doing assignments, do you question the teacher in class if you aren't sure of how to do the work?	_____
_____	14. Do you take time to write down all your assignments?	_____
_____	15. Do you review regularly even if there is no immediate test?	_____
_____	16. Do you always know the purpose of your assignment so that you are more interested and can work faster?	_____
_____	17. Do you set aside time for fun and recreation?	_____

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Name _____ Class _____

HOW WELL DO I CONCENTRATE?

The purpose of this survey is to help you examine how effectively you concentrate when you study. If you will honestly and carefully respond to each question, you will be able to learn how you can improve in the study habits that contribute to your concentration. Answer on the basis of what you are in the habit of doing or feeling.

R = *Rarely*

H = *Half the time*

A = *Almost always*

Based on your own experience, answer R, H, *or* A *on the blank in front of each question.*

_____ 1. Are you interested in learning in your courses?

_____ 2. Do you vary your activities when you study—read, write, recite, take a break—so that you are more likely to sustain your attention?

_____ 3. Do you let your thoughts wander so that daydreaming becomes a habit when there is work to do?

_____ 4. Do you challenge yourself to get through in a certain amount of time?

_____ 5. Do you quickly review relevant material from the past before you start the new assignment?

_____ 6. Do you start to work as soon as you sit down at your desk?

_____ 7. Does watching TV often cause you to postpone doing your homework?

_____ 8. Do you make your family aware of your need for a quiet time to study?

_____ 9. Do you spend a lot of time studying without much progress?

_____ 10. If you can't concentrate because of a personal conflict, do you make plans for resolving the conflict?

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_____ 11. Do you study in a well-lighted, well-ventilated room?

_____ 12. Are you easily distracted from your work?

_____ 13. Do you study the same subject in the same place at the same time each day?

_____ 14. Do you choose to work in a place where there are very few distractions?

_____ 15. Do you have all the necessary equipment and materials within easy reach?

_____ 16. Do you wait for inspiration to strike before you begin your work?

_____ 17. Do you turn off the music if it is distracting?

_____ 18. Do you make a special effort to find an interest in the courses you take?

_____ 19. After the first week of a new semester, do you gradually lose interest in your classes?

_____ 20. When you study, do you often feel tired, bored, or sleepy?

_____ 21. Do you study only what you are "in the mood" to study?

_____ 22. Do you intend to work hard even though you don't like a subject?

_____ 23. Does it take a long time for you to "get into" studying?

_____ 24. Do you neglect your schoolwork in order to have a good time?

_____ 25. Do you spend too much time watching TV, talking to friends, listening to music instead of studying?

_____ 26. Do you prefer to study your assignments alone rather than with others?

_____ 27. Before studying, do you organize your work so that you use your time effectively?

_____ 28. Do you quickly bring your attention back to studying when your thoughts wander?

_____ 29. Do you seek help if you are frequently distracted by personal problems?

_____ 30. With understanding and effort, can students improve concentration?

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STUDY SKILLS CHECKLIST – A SELF-RATING

Almost Always	Frequently	Occasionally	Seldom	Almost Never
1	2	3	4	5

Indicate the coded number that best describes the skills you practice.

1. Do you survey the Table of Contents, Title Page, Glossary and Index before you begin to study a textbook? ___
2. Do you use study aids in each chapter – e.g., mainhead, subheads, illustrations, chapter outlines and summaries, before beginning to read the chapter from start to finish? ___
3. Do you try to obtain the meaning of new vocabulary – either by looking the word up in your text's glossary, or a reliable dictionary, or by using context around the word to determine meaning? ___
4. After obtaining a new word's meaning, do you keep a list of these key terms for future study? ___
5. When reading a chapter, do you have questions in mind that you are reading to find answers to? ___
6. Can you readily find and identify the main ideas and supporting material in what you read? ___
7. Are you able to read without saying every word to yourself? ___
8. As you read your assignments, do you have a uniform system of textual notation, of taking notes? ___
9. Do you review and revise notes soon after taking them? ___
10. When studying material to be remembered, do you try to summarize it for yourself? ___
11. When studying for a test, do you ever recite facts aloud which you would like to keep firmly in mind? ___
12. Do you study a long assignment over several study sessions rather than trying to cram it into one long session? ___
13. Do you try to relate what you are learning in one subject area to what you are studying in others? ___
14. Do you organize and try to maintain a regular time for studying particular subjects on a daily/weekly basis? ___
15. Is your study schedule flexible enough to meet demand pressures of papers/projects due, examinations, etc.? ___
16. Do you regularly study your hardest subjects first, then when you are tired, study the ones that are more enjoyable? ___
17. Do you have a regular place to study with adequate lighting, space, freedom from noise and confusion? ___
18. When you sit down to study, do you have the equipment and supplies you need within reach? ___
19. Do you study by yourself, first, before trying to study with others? ___
20. Do you keep up–to–date in your assignments? ___

From Snouffer, N.K. and Thistlewaite, L.L. College Reading Power Dubuque, Iowa: Kendall/Hunt Publishing Co., 1979.

May assessment -- scores entered into appropriate columns; results will be passed on to next years' teachers (done with 9th and 10th graders)

STUDY SKILLS ASSESSMENT

Name: _____
Grade: _____
Date: _____

	S	N	U
1. Listening: ability to listen to lecture, answer questions			
2. Vocabulary in Context: ability to derive meaning of vocabulary word from context clues			
3. Notetaking: ability to take useful notes from textbook			
4. Listening and Notetaking: ability to take useful notes from lecture			
5. A Way to Read Textbooks: ability to apply SQ3R method to textbook assignment			
6. Vocabulary, Literal and Figurative: ability to differentiate between literal and figurative meaning of words			
7. Memory: ability to use mnemonic methods to remember factual material			
8. Preparing for Taking Tests, Objective and Essay: knowledge of proper methods to use in preparing for and taking tests			
9. Organizing Paragraphs: ability to write a well-constructed paragraph			

S = satisfactory: should be reinforced
N = needs improvement: should be reviewed, reinforced
U = unsatisfactory: should be retaught

We are testing the skill itself, not necessarily the student's desire and actual application of it!

Reprinted from hm Study Skills Program.

APPENDIX E

SAMPLE LIBRARY MEDIA ASSESSMENT INSTRUMENTS USED BY WHITFORD INTERMEDIATE SCHOOL BEAVERTON SCHOOL DISTRICT

8TH GRADE IMC QUIZ

1. The Appendix of a book is located:

   a. in the front of the book
   b. in the fiction section
   c. in the back of the book
   d. none of these

2. You would look in Current Biography if you were looking for the biography of a:

   a. movie star
   b. president of a foreign country
   c. tennis champion
   d. all of these

3. If you wanted to write to a famous movie star, you would look for the mailing address in:

   a. Card Catalog
   b. Who's Who in America
   c. People Who Made America
   d. Index to Plays

4. The Dewey Decimal System is used to organize books and materials for the following:

   a. Non-fiction b. Fiction c. Romance d. none of these

5. There are how many <u>major</u> divisions in the Dewey Decimal system?

   a. 3 b. 10 c. 2 d. none of these

6. If you want to know if the library has a book by a certain title, you would look first in the:

   a. reference section
   b. card catalog
   c. dictionary
   d. magazine rack

7. If you are trying to find a poem and you are given only the first line, you would look in:

   a. Granger's Index to Poetry
   b. World Almanac
   c. Index to Short Stories
   d. Index to Plays

8. You are asked to find a picture of King George II. The <u>best</u> place to look <u>first</u> is:

   a. New Century Cyclopedia of Names
   b. Encylopedia of World Biography
   c. Lives of the Poets
   d. Information Please

9. You need a short sketch biography of a famous person from the past. Which of the following would you use?

   a. Webster's Biographical Dictionary
   b. New Century Cyclopedia of Names
   c. Who Was Who in America
   d. All of these

10. If you need a <u>reference</u> book for an author, you would look for the Dewey number:

    a. R 200 b. R 920 c. R 600 d. R 300

8th GRADE IMC SEARCH

1. Where was Russell Evans Smith born?_____

2. You need to write to the Ambassador of Brazil. What is his name and address? (in the U.S.A.)_____
_____

3. What occupation did George Holland have (born 1791)?_____

4. John Green, 1825-1908, a U.S.Army Officer, received a high national award. What was it?_____

5. Some famous births occurred in 1973. (quintuplets were born). You need a picture and their names. Where would you look?
_____

6. How many books does Whitford Library have on the subject of Dictators?_____

7. What major number division of the Dewey Decimal system does the subject of Journalism come under?_____

8. How many earth people have there been?_____

9. Who won the World Series in 1914?_____

10. What does the nickname of "Auld Reekie" refer to?_____

11. What is the Dewey Decimal number for books on Indians?_____

12. Under the number(Dewey Decimal) 398.2, what subjects would you expect to find?_____

13. In 1970, the country of Greece had how many kilometers of roads?
_____

14. You need a quotation from Ernest Hemingway. What book and page number will you use?_____

15. Who wrote the poem, "Pan in Pandemonium?"_____

8th GRADE IMC SEARCH

1. How many books does Whitford Library have on the subject of Judo? _____

2. What major division number of the Dewey Decimal system does Architecture come under? _____

3. Art Garfunkel of the folk-rock singing duo of Simon and Garfunkel, once taught a mathematics class in 1971 in what state? _____

4. What was the 4th Earl of Ormonde's nickname? _____

5. Where will you find a quotation on the subject of Love?

_____ or _____

6. Where would you find an extensive biography and list of his works of Arthur Conan Doyle? _____

7. What unusual nickname was given to Hetty Green who was worth 100 million dollars? _____

8. What is the Dewey Decimal number for chemistry? _____

9. Who wrote the poem, "Life's Little Things?" _____

10. Who is the present Speaker of the House of Representatives?

_____

11. Grace, Princess of Monaco had another career before she married.
What was her name? _____
What reference did you use? _____

12. Does the book, Elements of Physics have an Appendix? _____

13. What year does the Collier's 1978 Yearbook cover? _____

14. Does August Rodin, French sculpture, have a beard, mustache, or is he clean shaven? _____

15. What page is the Appendix in the book, Experiments in Topology?

_____

8th GRADE IMC SEARCH

1. What was the value of cotton (1 1/8" staple) exported by the U.S.A. in 1970?_____

2. Who won the World Series in 1962?_____

3. Who had the nickname "Light-Horse Harry?"_____

4. What major division number of the Dewey Decimal system does Christianity come under?_____

5. Some famous births occurred in 1973 (quintuplets were born) You need a picture and their names. Where would you look?

_____

6. Under the Dewey Decimal number of 796, what subjects would you expect to find?_____

7. How many books does the Whitford Library have on the subject of MONGOLS?_____

8. What occupation did Kornel Ujejski have (born 1823)?_____

9. What is the Dewey Decimal number for the State of Oregon books?_____

10. Albert William Stevens, US.Army Signal Corps Officer, contributed greatly to aerial photography. He set an altitude record in what year?_____

11. How many pages are there for people named Smith in the Who's Who in America, 1978-79?_____

12. You need to write to the Ambassador of Ecuador in the U.S.A. What is his name and address?_____

_____

13. Where would you find a biography and picture of Walt Morey, who wrote Gentle Ben?_____

14. How old was Billie Jean King when she played her first game of tennis?_____

15. If you wanted to find some books on your "roots", what subject heading in the card catalog would you look under?_____